najah213.com · نجاح 213

Level: MS2	project 1	
Sequence2: Me and my shopping	Lesson : 1 listen and do	Lesson focus: language learning.

Learning objective: By the end of this lesson my learners will be able to name and identify food items

Target competencies: Interact – Interpret – Produce. Domain: oral- written – both

Target structures: vocabulary related to food / present simple / some / any.

Material: flashcards- WB –books – realia …….

Cross curricular competencies

- Intellectual competency:
  - ✓ Can interpret verbal and non verbal messages messages
- Methodological competency: .
  - ✓ He can mobilize his resources.
  - ✓ He can use strategies for listening and interpreting oral discourse.
- Communicative competence: He can use a role play to communicate appropriately.
- Personal and social competencies: -Ability to socialize through oral exchanges.

Core values
-eat healthy food

-valuing traditional food

Timing	Framework and procedure	focus	Objectives	Material	VAKT
5mn	**Warm up:** T. interacts with learners to introduce the new sequence. T. May show flashcards: Shop ,shopper, shopping, food 	T-L	-Identifying & defining -Prepare Learners for the new vocabulary	flashcards	V
10mn	***Pre-listening*** T. shows pictures to elicit vocabulary/introduce new lexis related to the listening script.  T .asks to classify them and form 4 groups Teacher cleans the words one after another to help learners memorize the words. T.shows a picture of couscous and asks about the ingredients to prepare it.  ***While –listening*** It 's Friday. Mahdi's mother wants to prepare couscous. She asks her son to buy the ingredients she needs .Help him to write the shopping list. Listening (1) Task 1 Listen and write down the missing items in the shopping list.(part1) 1 …… 2 - 2 kilos of potatoes 3 …….. 4 -……slices of ……..…. 5 …… 6 - …….. 7 - Bananas	T-L	Naming, classifying and memorizing food items Prepare learners for listening Develop learners skill of listening	Flashcards	V A

www.dzexams.com

فروض واختبارات مع الحلول لكل المستويات — مجاناً

najah213.com

najah213.com · نجاح 213

25mn	***Listening script*** Mum : We are having couscous for dinner, we have in the fridge some courgettes ,string beans, chickpeas, carrots, but we don't have any lamb , chicken, potatoes and onions. So, go and buy some. Mehdi; How much do you want, mum? Mum: 1 kilo of onions,2 kilos of potatoes, and don't forget to buy 3 slices of lamb neck and a chicken Mahdi: What about fruit Mum? Mum: Good boy! Buy some apples and some bananas. We already have some tangerines and oranges in the fridge Mehdi: Ok , Mum. ***Task 2*** **Listen again and tick √ what Mahdi's mother has in her fridge** String beans √ Onions × Chickpeas √ Carrots√ Potatoes × Lamb × Chicken × Oranges √ Tangerines√ Bananas × Apples × courgettes√ **Task 3:Ask and answer** Are there any string beans? Yes, there **are some.** Are there any onions? No there **are not any** **T.asks to make sentences as the example** There **are some** string beans , but there **aren't any** onions Pupils practice then draw the rule **We use some in affirmative sentences** **We use any in negative and interrogative sentences**	L-L		Listening script	VA KT
20mn	**Post listening**: Mehdi is now at the market. Play the roles of Mehdi and that of the greengrocer and complete the dialogue.(use the previous shopping list) **Green grocer**: Good morning ,can I help you? **Mahdi** : Yes ,please., I'd like 2kilos of …… …… **Green grocer**: Do you need ……..? **You**: No, I don't need ……. tangerines and apples, but I need ……. ……., and…… ……. **Green grocer**: How much ,sir? **You** : ……kilo each. How much do I owe you ,sir? **Your partner**:600 dinars.	L-L	To reinvest his prior knowledge/to produce a dialogue	pictures	VK T

The teacher's comments

What worked	What hindered	Action points
……..	……	……
……	……..	…….

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

Leve : MS2	Project one :	
Sequence2: Me and my shopping	Lesson 2	Lesson focus: language learning and use

Learning objective: By the end of this lesson each one of my learners should be able to ask and answer about quantities.

Target competencies: Interact – Interpret – Produce

Domain: oral- written – both

Target structures: how much /how many/any /some/there is / there are

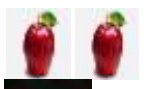
Material: flashcards- WB…….

Cross curricular competencies

- Intellectual competency:
  - ✓ Ability to interpret verbal and non verbal messages.
- Methodological competency:
  - ✓ The learner use role play
  - ✓ He can assess his work and his peers.
  - ✓ He can use strategies for listening and interpreting oral discourse.
- Communicative competence: He can use a role play to communicate appropriately.
- Personal and social competencies: -Ability to socialize through oral exchanges

Core values

- Eating healthy food
- valuing healthy food (vegetables-fruit)

Timing	Framework and procedure	Focus	Objectives	Material	VAKT
5mn	Warm-up: The learners greet their teacher/the teacher warmly respond. The teacher sticks a picture of a cake. And interacts with learners: what's this? Do you like cakes?  	T-L	Warm up the learners	Picture of a cake WB	V A
10mn	Pre-listening Which ingredients among the following we need to make a cake? The teacher sticks other pictures and invites learners to listen, repeat and put a tick☑ near the right ingredient. eggs a bar of chocolate a jar of jam    a bag of Flour a bag of sugar a cluster of bananas apples        a carton milk butter kiwis baking powder The learners exchange their answers to correct. Teacher introduces and contrasts the words : number and quantity / count and measure / partitives		Introduce lexis that may impede the learner's understanding / To pave the way	Flashcards	V A

www.dzexams.com

فروض واختبارات مع الحلول لكل المستويات — مجاناً

najah213.com

najah213.com · نجاح 213

20mn	While listening: The teacher sets up the situation. The mother of Sarah and Mehdi has a guest today ,she wants to make some cakes and a traditional dish for dinner. Ls. Listen to this script and check their answers above. Mum: I 'd like to make a cake, are there any eggs in the fridge? Sarah: We don't have many. There are only 2 . How many eggs do we need? Mum : we need 5 eggs. Is there any flour? Sarah : yes , there is some. Mum : Is there any milk? Sarah: No, there isn't much. Mum : So ,go to the supermarket and buy a carton of milk, some chocolate, 2 apples and 2 bananas for decoration, some sugar ,3 eggs and 2 kilos of flour Sarah: How much sugar, mum? Mum: 1 bag. Task 2: I listen again and choose the right answer. 1) Are there any eggs in the fridge? a) Yes, there are some b) No, there aren't any. 2) How many eggs does she need? a) She needs: a) 4 eggs b)5 eggs. 3) Is there any milk in the fridge? a) Yes,there is much milk b) No, there isn't much. 4) How much sugar does the mum need? a) She needs : a) 1 bag . b) 2 bags a)She needs many bananas b) 2 bananas Task 3: I listen again and complete the following table with countable/ uncountable nouns of foods **Countable noun** | **Uncountable noun**	T/ L	Develop learners' skill of listening Introduce the new language form through a context.	WB Listening script W B	A K
25mn	Post-listening: **T. draws the pps' attention on the use of : there is / are** **T. asks to match the two halves to complete : We use** Much to express — a small quantity / number. Many to express — a big quantity. Some to express — a big number. How much — to ask about number. How many — to ask about quantity. **T**ask1**. Choose the correct option**: 1. There(is/ are)not (much /many) coffee in the cup. 2.(Is / Are) there (some/any) chocolate? 3. How (much /many) bananas (is / are) there ? 4. There(isn't/ aren't) (some/ any) sugar left. 5. How(much/ many) pupils(is /are) there in your class? 6. There(is/ are) (some/any) special cakes for tea. 7. There(is/ are) two pairs of scissors on the table. 8. How (much / many) water (is / are) there? **Task2** Tasks 2/3 page:61(on their books) **Task 3**:I Complete the dialogue with these words and act it out with my partner: How much / some / any / how many / are / is / some. **You** : ……..milk.....there in the fridge? **Your partner**: There isn't..... **You** : And …….....apples and oranges.....there? **Your partner**: There are a few apples and a ……..oranges. **You**: Ok, we have to get.....milk and.....apples.	L/ T L/ T L/ L	To reinvest what he learnt to produce a dialogue	Worksheet	

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

Level: MS2	project one :	
Sequence2 : Me and my shopping	Lesson3	Lesson focus: language learning and use

Learning objective: By the end of this lesson each one of my learners should be able to ask and answer about size, colour and price.(what size .? , what colour……..?, how much,

Target competencies: Interact – Interpret – Produce **Domain: oral- written – both**

Target structures: How much /what size- what colour…? Does it fit?

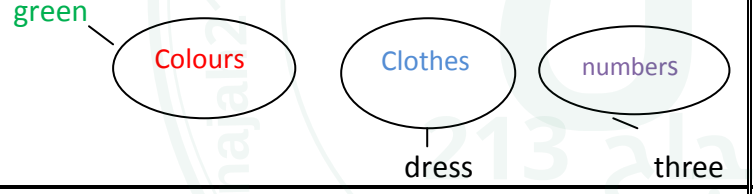
Material: flashcards, listening scripts, books , realia.

Cross curricular competencies

- Intellectual competency: ability to interpret an oral text –develop listening strategies. Interpret verbal and non verbal
- Methodological competency: work in pairs (ask and answer ie: interaction). – use strategies for listening.
- Communicative competence: Ability to communicate through oral exchanges.
- Personal and social competencies: -Ability to develop the attitude of friendship (socializing)

Core values

- Raising the learner awareness about the impact of other cultures/
- Raising his awareness about valuing money

timing	Framework and procedure	Focus	Objectives	Materials	VAKT
5mn	Warm-up: Step 1 T. makes a quick review about colours , clothes and numbers (T shows pictures to help learners) 	T-L	Recall knowledge related to colours, numbers and clothes	WB flashcards	V A
5mn	Step 2 T. may bring a T.shirt (small or big size)and asks a pupil to put it on. T. asks : does it fit? Why? teacher may also show other pictures.  Shop assistant  Size  Price tag	T-L	Explain words which may impede understanding - Teach vocabulary related to the listening script	- Flashcards -Realia	V
25mn	Presentation: Sandra is out for shopping in one of the oldest department stores on oxford street. Task 1 I Listen to the dialogue between a shop assistant and Sandra and complete the dialogue. **shop assistant** : good morning , can I help you ? **Sandra** : yes , I' m looking for **a dress** **Shop assistant**: What **size** are you? **Sandra** :Size 8 ,please **Shop assistant** : what **colour** would you like ? **Sandra** : I ' d like **red** , please.. **Shop assistant** : Here you are . **Sandra**: It looks superb .**How much** is it , sir? **Shop assistant**: £75	T-L	Introduce the new language form in a context.	Listening script	A

education-onec-dz.blogspot.com

فروض واختبارات مع الحلول لكل المستويات — مجاناً

najah213.com

najah213.com · نجاح 213

25mn	**Task 2** I fill in the table Then answer the questions. **Cloth** | **Size** | **Colour** | **Price** What does Sandra want to buy? What size is it? What colour is it? How much is it? The teacher highlights the rules 4,7 page57: 1- To ask about the size of "clothes" or "shoes". We use the following questions: ➢ What size are you? What size do you take?) □ To answer about the size of "clothes" or "shoes". We can say: (I take *(a)* size … in shoes/ I'm a size … in clothes./ I need extra-small *(XS)*, small *(S)*, medium *(M)*, large *(L)*, extra-large *(XL)* size in clothes.) 2- To ask about the colour of "clothes" or "shoes". We use the following questions: (What colour is it?/ What colour do you want?/ What colour do you prefer?/ What's your favourite colour?) It is dark blue / light blue /dark brown / light brown 3- To ask about price, we use: How much is it /are they? How much does it/ do they cost? How much do I owe you? **Practice** Task 1: **Guided practice** :learners use the table to play roles **Clothes** | **Size** | **Colour** | **price** shirt | 36 / S | Green | 2000 DA Jeans | 36 / S | Blue | 2500 DA Jumper | 40/L | Purple | 1800 DA **Task 2 free practice** : learners play roles and give their own examples **Produce: You are shopping** Play the roles of a **shopper and that of a shop assistant** and write a short dialogue to ask and answer about size, colour and price **Shop assistant:**…….. Can I**…….?** **Me:**Yes, please. I…….. ...	L-L	To set the rule : how to ask/answer about size,colour price To reinvest/to produce a dialogue	WB	V

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

Level : **2 MS**	Project1	
Sequence 2: Me and my shopping	**Lesson** 5 **PPU**	**Lesson focus**: Lge learn & Use
Learning Objective(s): By the end of the lesson,the learners should be able to devise a neighbourhood street map / locate and show the way to amenities using: Imperative, prepositions and adverbs of place		
Competency (ies) targeted : **interact, interpret, produce**		
Domain : **both:** Oral / Written		
Language tools (target structures): Imperative: Verb+……/Don't+ verb+……. Prepositions of location: opposite – next to-near ……		
Material(s): learners' textbook-		
Cross-curricular Competencies: ○ **Intel Comp:** ability to interpret verbal and non verbal messages ○ **Metho Comp:** ability to work in pairs or groups ○ **Commu Comp:** ability to use dialogues to communicate ○ **Personal and social Comp:** ability to socialize through oral and written exchanges.	**Core Values**: • Respecting road signs and valuing them	

Time	Framework and procedure	focus	Objectives	Aids	VA KT
10mn	**Warm Up** T. sticks on the board a picture of a town map then asks the following questions What does the picture represent? Is it in Algeria? Where is it, then? What can you see in it? T. introduces other amenities by showing pictures /asking questions.       T. shows some road signs and elicits from learners words related to them. 	T/L	To brainstorm the topic To raise LLs' interest in the topic	Pictures	v
20mn	**presentation** T. sets the following task on the board. **Task1:** I listen and choose the right answer. 1- John is looking for a …….. a) shoe shop b) clothing shop c) a supermarket. 2- john …….the way a)knows b)doesn't know 3- The clothing shop is …….. a)On the right b)on the left c) at the corner. 4- it's ……a restaurant. a) Next to b) opposite c) behind.	L/L	To introduce the new language form in a context.	Script	A

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

	John : excuse me, is there a clothing shop near here ? Peter: yes. There is one and its clothes are great . John : Can you show me the way, please? **Peter**: certainly. **Go along** this road then **turn right** into Pond Street. The shop is **on the left**, **next to an** Italian restaurant**.** **John:** thank you . **Peter:** You are welcome**.** T.draws the leaners' attention on the verb forms and subject in :**Go along** and **turn right** and introduces the imperative: positive and negative forms T. highlights the rule about asking for directions/the way and giving the way. Page 58 **Asking for directions** | **Giving directions** | **Locating.** Can you tell /show me the way to..? Is there… near here ,please? | Go along…Turn... Walk straight on…don't turn Take the first. Start from | Next to- near- far from-opposite- behind - between at the corner of- across from	L/L		State the rule Road map	
15mn	**Practice**: **Match the two halves to get instructions , then make them negative** Go … from. Turn … straight on. Walk … the third turning on the left Take … along. Start … left /right. … Up/ down… T. sticks on the board the following road map and asks learners to write short dialogues asking for and showing the way to (café- supermarket…..)  **Use:** T. sets the following task on the board I want to go to the bank , but I don't know the way. I ask a policeman to give me directions. I complete the dialogue. **Me** : excuse me. How …… ……..the bank, please? **Policeman:** It's not very …….. here. First, ……. the Blue Street. ……., just walk straight , ……..the third turning on the …….. It's ……...the train station. **Sandra**: ……..,sir. **Policeman**: You are welcome. T. asks her learners to act out the dialogue then copy down their lesson.		Enable learners to ask for and give directions apply what they have learnt		

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

Level : **2 MS**	Project one	
Sequence 2: Me and my shopping	**Lesson** 5 I pronounce **PPU**	**Lesson focus**: Lge. learning & Use
Learning Objective(s By the end of this lesson my learners will be able to act out a dialogue to order a meal at the restaurant with correct pronunciation of ‘‘l ‘‘and ‘‘ r’’ .		
Competency (ies) targeted : **interact, interpret, produce**		
Domain : **both:** Oral / Written	education-onec-dz.blogspot.com	
Language tools (target structures): Are you ready? would you like , please		
Material(s): learners’ textbook		

Cross-curricular Competencies:

- **Intel Comp:** The leaner can interpret and identify sounds
  He can interpret verbal and non-verbal messages
- **Metho Comp:** ability to work in pairs or groups
  He can assess his work and his peers
  He can develop effective study methods, mobilise his resources efficiently and manage his time rationally
- **Commu Comp:** ability to use dialogues to communicate
  Personal and social Comp: ability to socialize through oral and written exchanges.

Core Values:

- A good conduct
- Being polite.
- Openness to other people.(socializing)

Time	Framework	Procedure	Focus	Aims	Material	Vakt
5mn	**Stage one**	A quick revision about how to pronounce Consonants and vowels.				
15mn	**Presentation 1**	T. writes the following dialogue on the board then reads it /invites her learner to focus on r and l: **waiter:** Are you ready to order Sir? **customer:** Yes, I am. I would like some roasted vegetables and mushroom burgers and some salad please? **waiter:** Would you like anything to drink with your meal? **customer:** a bottle of water and some apple juice. **After the Meal** **waiter:** Would you like to see the dessert menu. **customer:** No thanks, can I have the bill please. **Task one:** T. invites learners to listen and sort out the words in which the r is pronounced and not pronounced	T/L	To identify the targeted sounds.	W board + course book + free dialog ue	V A A/V
			T/L	To set the rules of the silent r		

r is pronounced	r is not pronounced

the teacher highlights the rule: T/L

I don’t pronounce the r (the r is silent) : when it come after a vowel at the end of the word

I pronounce the r

a)when it comes in the beginning of the word like: .

b) when it comes after a consonant

c)when it comes between 2 vowels.

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

10mn 15mn 15mn	**Presentation 2** **Practice** **Use**	**<u>Task 2</u> : task 5 page:54** the teacher reads the dialogue again and invites learners to focus on the L how it is pronounced in the following words: help like apple please /ɬ/ /l/ /ɬ/ /l/ the teacher highlights the rules of the dark / clear L: **1) L is pronounced a clear l /l/when it comes before a vowel in initial /mid position .** **2)It is pronounced darl l/ɬ/ when it comes in :** **a) the final position .** **b) the mid position before a consonant.** **<u>Task 1</u>** : I pronounce the following oral act) lip - pill/ lick- kill/ let – tell /lime- mile/ late- tale/ **<u>Task 2</u> : Task 1 page 53 ('written)** **Task 3 Task 5page 54 Written** **<u>Task 3page 53</u>** the learners complete with the right phonetic symbol : /ɬ/ or/l / and cross out the silent R then act out the dialogue in front of their classmates / their classmates correct them.	T/L L/L	To identify The target sounds (the darl/ clear l) To set the rules To reinforce and consolidate the pronunciation		

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

Leve : MS2	project one:	
Sequence2: Me and my shopping	Lesson 6:I read and do	Lesson focus: Reading

Learning objective: By the end of the lesson, learners will be able to sort out information from the text to do a series of tasks

Target competencies: Interact – Interpret – Produce

Domain: oral- written – **both**

Target structures: the present simple tense- lexis related to shopping places

Material: ,WB, books , pupils' copy-books ,……..

Cross curricular competencies

Intellectual competency: He can use his critical thinking when gathering information. . The learner can interpret a verbal and non-verbal messages

Methodological competency:

- He can mobilize his resources and manage his time. He can assess himself
- He can develop effective reading strategies
- He can share information with the whole class.

Communicative competence: Ability to communicate through oral exchanges. He can face an audience.

Personal and social competencies: -Ability to develop the attitude of friendship (socializing through oral exchanges).

Core values

-Valuing money when shopping

-Learning how to spend it reasonably on necessary and useful things.

timing	Framework and procedure	Focus	Objectives	Material	VA KT
5mn	***Warm-up*** teacher makes a quick review about clothes, using what he and the learners are wearing. What is this? what colour is it? The teacher Can use pictures to talk about other clothes.  Tie Scarf Tank top mitten sweater toque coat	T -L	to reinforce the previous lexis and familiarize learners with the new vocabulary related to clothes		
5mn	***Pre-reading.*** T. shows other pictures and asks to interpret them.  casual clothes Suit funerals /Sports clothes Do you always wear the same clothes? In which season do we put on mitten /gloves? Do people always wear suits? for which occasion do people wear suits? What do you wear on school days? Sports clothes, casual clothes or suits? Do you feel comfortable when you wear high heels? Where can you do the shopping? Where does money come from? does it grow on trees?  Mall 	T- L	Introduce the situation familiarize pps with the new vocabulary	flashcards WB	V A V T K

فروض واختبارات مع الحلول لكل المستويات — مجاناً

najah213.com

najah213.com · نجاح 213

20mn	***While –reading*** T. asks pupils to open their books on page 68, invites them to read the text and do the tasks: **Task one**: I read the text and choose **(a), (b)** or **(c)** to complete the sentences: 1- Every Saturday, the two children and their friends go to: **a) the mall b)the supermarket c)the shop** **2-** On formal occasions, Stan likes to wear: **a)jeans and T-shirts b)suit c)sports wear** **3-** In winter, the children wear: **a)sandals b) coats c) shorts** **Task two**: I read the text and write **'True' or 'False':** 1- Lily does not like to wear pants 2- On weekends, they go walking in the mountains 3- Lily buys a black belt and a blue dress **Task three**: I read the text and answer the questions: 1- When do the children and their friends go to the mall? 2- Does Lily love wearing casual clothes and sporty clothes? **Task four: a) Find in the text words that closest in meaning to the following** Like = supermarket= put on = **b) Find in the text words that opposite in the meaning to the following** Hot ≠ informal ≠ uncomfortable ≠	L-L	Interpret A written message/ Read to get information Scanning	Books.	K T
15mn	***Post- reading*** Teacher asks the learners to complete the reading notes on p 68.	L-L	develop effective reading strategies	WB	VA KT

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

Leve : MS2	project one:	
Sequence2: Me and my shopping	Lesson 7:I learn to integrate	Lesson focus: writing.

Learning objective: By the end of this lesson my learners should be able to demonstrate their understanding by writing a report about their shopping in another town in Algeria or in another country.

Target competencies: Interact – Interpret – Produce

Domain: oral- written – both

Target structures: the present simple tense- lexis related to shopping places

Material: WB, books - pupils' copybooks ,……..

Cross curricular competencies

- Intellectual competency:
  - ✓ He can use his critical thinking when gathering information.
  - ✓ He can show creativity when producing oral and written messages.

Methodological competency:

- ✓ He can mobilize his resources and manage his time.
- ✓ He can share information with the whole class.

- Communicative competence: Ability to communicate through oral exchanges. He can use technology such as blogs website pages.to interact with learners of other cultures.
- Personal and social competencies: -Ability to develop the attitude of friendship (socializing through oral exchanges).

Core values

- ➢ Valuing travelling
- ➢ A good conduct
- ➢ Being polite.
- ➢ Openness to other people.(socializing)

timing	Framework and procedure	Focus	Objectives	Material	VA KT
5mn	***Warm-up*** T. interacts with her learners about shopping. Do you like shopping? Where do you generally go shopping? Do you like shopping for clothes or shoes…? Do you go shopping in another town in Algeria?	T –L	Recall previous knowledge		
15mn	***Pre-writing*** T. asks her learners to open their books page 71. Tr introduces the situation and explains the new words The learner needs to answer the key questions on page71/check the listening tasks	T- L	Introduce the situation	Learners' books WB	V A V T K
20mn	***While –writing*** T. asks her learners to write their first draft(individual work T. moves round the class and provides help to her learners. T. asks hers learners to work in pairs and help each other to improve their work T. asks them to to revise and edit ie. correct their mistakes and pay attention to the spelling mistakes and punctuation…	L-L	Enable learners to reinvest all what they have seen and write a report.	Learners' rough copy books.	K T
15mn	***Post- writing (publishing***) T. asks some of her learners to read in front of the class. T. chooses one and write it on the board, then correct the mistakes together Learners are asked to write down their lesson.	L-L	Assess others' work	WB	VA KT

فروض واختبارات مع الحلول لكل المستويات — مجاناً
najah213.com

najah213.com · نجاح 213

Level : MS2	project one:	
Sequence2: Me and my shopping	Lesson 8:I think and write	Lesson focus: writing.

Learning objective: By the end of this lesson my learners should be able to demonstrate their understanding by writing a report about their shopping in another town in Algeria or in another country.

Target competencies: Interact – Interpret – Produce

Domain: oral- written – both

Target structures: The present simple tense- lexis related to shopping places

Material: WB, books , pupils' copybooks ,……..

Cross curricular competencies

Intellectual competency:

He can use his critical thinking when gathering information.

He can show creativity when producing oral and written messages.

Methodological competency:

He ca mobilize his resources and manage his time.

He can share information with the whole class.

Communicative competence: Ability to communicate through oral exchanges. He can use technology such as blogs website pages..to interact with learners of other cultures.

Personal and social competencies: -Ability to develop the attitude of friendship (socializing through oral exchanges).

Core values

- Valuing travelling
- A good conduct
- Being polite.
- Openness to other people.(socializing)

timing	Framework and procedure	Focus	Objectives	Material	VA KT
5mn	***Warm-up*** T. interacts with her learners about shopping. Do you like shopping? Where do you generally go shopping? Do you like shopping for clothes or shoes…? Do you go shopping in another town in Algeria?	T -L	Recall previous knowledge		
15mn	***Pre-writing*** T. asks her learners to open their books page 71. T. introduce s the situation and explains new words The learner needs to answer the key questions on page71/check the listening tasks	T- L	Introduce the situation	Learners' books WB	V V T K
20mn	***While –writing*** T. asks her learners to write their first draft(individual work T moves round the class and provides help to her learners. T. asks hers learners to work in pairs and help each other to improve their work T. asks them to revise and edit ie. correct their mistakes and pay attention to the spelling mistakes and punctuation…	L-L	Enable learners to reinvest all what they have seen and write a report.	Learners' rough copy books.	K T
15mn	***Post- writing (publishing***) T. asks some of her learners to read in front of the class. T. chooses one and write it on the board, then correct the mistakes together Learners are asked to write down their lesson.	L-L	Assess others' work	WB	VA KT

فروض واختبارات مع الحلول لكل المستويات — مجاناً

najah213.com